

INDIANA FIRE AND PUBLIC SAFETY ACADEMY TRAINING SYSTEM
Indiana Department of Homeland Security
Fire Officer I
PRACTICAL SKILLS AND EXAMINATION HANDBOOK



**FIRE OFFICER I LEAD EVALUATOR HANDBOOK FOR
PRACTICAL SKILLS**

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Overview

This document is intended to provide guidance for Instructors and Evaluators for the Fire officer I certification. It provides detailed skill sheets for all of the associated Job Performance Requirements established in NFPA 1021 2009 Edition. There are eleven skill sheets contained in this document. In addition, we have created templates and scenarios that can be used by instructors and evaluators when the candidates are completing their skills. For all of the skill sheets except Section 2 & 3 of Skill Sheet#1 instructors and evaluators can use the sample forms provided by FAPSATS or similar forms of their choosing as long as the information contained in the forms are the same. Some of the skill sheets require that candidate use scenarios provided by FAPSATS and for some the evaluator can choose to design their own. It is required that all skills be completed as outlined in the skill sheets and that all students receive a passing grade before taking the written exam. Completion method is outlined in each skill sheet and shall be adhered to in order for the candidate to qualify for certification. To avoid confusion each skill sheet completion method is outlined below;

Skill Sheet #1, Human Resource Management

- This session will be completed *in class* as a role playing exercise.

Skill Sheet #2, Human Resource Management

- This assignment will be completed as an *out of class* exercise.

Skill Sheet #3, Human Resource Management

- The candidate will develop the outline, lesson plan and class evaluation *out of class*
- The candidate will then conduct a portion of the training evolution *in class* with the other students as participants.
 - The participants shall complete an evaluation of the training
 - The candidate will document training per their home agency's training policy.

Skill Sheet #4, Human Resource Management

- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Skill Sheet #5, Community and Government Relations

- The candidate will complete their written report as an *out of class* assignment
- The candidate will also complete role-playing exercise to be conducted *in class*.

Skill Sheet #6, Community and Government Relations

- The candidate will complete a role-playing exercise to be conducted *in class*.

Skill Sheet #7, Community and Government Relations

- The candidate will complete a role-playing exercise to be conducted *in class*.

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Skill Sheet #8, Administration

- For an *in class assignment*:
 - The evaluator will give the candidate a scenario where they are to implement a new department policy.
 - Evaluator's can choose to use the policy change provided by FAPSATS or can create their own.
 - The evaluator will direct the candidate to use the necessary policies should be from the candidates' home agency.
 - The candidate will then conduct training on any changes made to the policy to his/her crew.
- For an *out of class assignment*:
 - The evaluator will give the candidate a scenario where they are to implement a new department policy.
 - Evaluator's can choose to use the policy change provided by FAPSATS or can create their own.
 - The evaluator will direct the candidate to use the necessary policies should be from the candidates' home agency.
 - The candidate will then conduct training on any changes made to the policy to his/her crew.
 - A complete report of training shall be turned in with the policy change request.

Skill Sheet #9, Administration

- This is to be completed as an out of class assignment.

Skill Sheet #10, Health and Safety

- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Skill Sheet #11, Health and Safety

- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Skill Sheet #12, Health and Safety

- This exercise will be conducted *in class*

Skill Sheet #13, Emergency Response Delivery

- Preparation and pre-planning documentation for this is to be completed *out of class*,
- Report of findings exercise is to be completed *in class*.

Skill Sheet #14, Emergency Response Delivery

- This is to be completed during an in class session as a one on one scenario with a qualified evaluator.

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Skill Sheet #15, Emergency Response Delivery

- Securing the scene portion will be completed *in-class* directly after completing Skill Sheet 14
- Initial “tail-board” post incident discussion should be conducted after securing the scene
- Written post incident analysis and report can be completed *out-of-class*

Skill Sheet #16, Administration

- The preparation is to be completed *out of class*
- The review of the organizational chart, agency purpose and mission, and data analysis will be conducted *in class*.

To the Instructor

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

Remember, you are an evaluator, not a trainer

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Skill Sheet #1, Human Resource Management

(NFPA 1021 4.2.4 (B), 4.2.5 (B))

Evaluator Directions

This skill sheet will evaluate the candidate's ability to recommend action for member-related problems, and apply human resource policies and procedures, so that those policies and procedures are followed.

- The evaluator will provide the candidate (student) with a scenario requiring assistance
- Evaluators can choose to use one of the scenarios that have provided or they can create their own as long as the intent of the standard is met.
- All candidates must complete two scenarios one of which shall be an incident involving critical incident stress and the other shall be conflict related
- The evaluator will direct the candidate to use their home agency's member assistance and human resources policies and procedures.
- This session will be completed *in class* as a role playing exercise.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with reviewing a member related problem, and then applying the candidate's home agency's human resource policies and procedures to recommend a course of action.

- Candidate will determine an initial course of action (within the company officer scope of authority), explain the course of action to the evaluator (acting as the member)
- The candidate will make appropriate verbal notification to the candidate's next in line supervisor.
- The candidate will make written documentation to the candidate's next in line supervisor.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate adequately diagnose to issue within the scenario and recommend action for member-related problems within the established policies and procedures?		
2.	In the verbal notification to the supervisor, did the candidate apply the correct human resource policies and procedures, and verbalize what policies and procedures should follow?		
3.	In the written notification to the supervisor, did the candidate apply the correct human resource policies and procedures, and document what policies and procedures should follow?		

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Skill Sheet #2, Human Resource Management

(NFPA 1021 4.2.2 (B), 4.2.6 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to assign task or responsibilities to unit members under non-emergency conditions at the candidates work location, and coordinate the completion of tasks and projects of by subordinates, through prioritization and planning.

- The evaluator will present the candidate with a list of daily assignments that are to be completed.
 - Evaluators can choose to use the assignment provided by FAPSATS or create one of their own.
- The evaluator will direct the candidate to make a written plan of what specific tasks and resources are assigned to each firefighter.
- The candidate will be directed to establish an order of priority of tasks and a timeline for completion.
- The candidate must ensure that the company remain run-ready at all times.
- This assignment will be completed as an *out of class* exercise.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with supervising four subordinates at a substation.

- The candidate will:
 - Assignment will be to assign specific tasks and resources to each individual firefighter,
 - Provide for adequate supervision; so that the company's assignment is completed.
 - Establish an order of priority of tasks and a timeline for completion.
 - Ensure that the company remain run-ready at all times.
 - Ensure that safety considerations are addressed.
 - Make a written plan of what specific tasks and resources are assigned to each firefighter.

Evaluation Criteria		PASS	FAIL
1.	In the candidates plan, this the candidate assign tasks or responsibilities and or give instructions to unit members, that were complete, clear, and concise; so that the desired outcomes are conveyed?		
2.	Did the candidates ensure that safety considerations are addressed?		
3.	The ability to issue instructions for frequently assigned unit tasks based on department policy.		
4.	Did the candidate produce a plan for the completion of the assignments and assign specific tasks to subordinates?		

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5.	Did the candidate show the ability to plan and to set priorities?		
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Skill Sheet #3, Human Resource Management

(NFPA 1021 4.2.3 (B), 4.4.2 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

- The evaluator will present the candidate with a training topic.
- The training evolution must fit the following criteria:
 - The lesson plan / training evolution must be at least 2 hours in length
 - Must contain at least 2 cognitive objectives
 - Must contain at least 2 psychomotor objectives.
- The candidate will obtain or develop a training outline.
- The candidate will obtain or develop a lesson plan.
- The candidate will obtain or develop a class evaluation sheet
- The candidate will develop the outline, lesson plan and class evaluation *out of class*
- The candidate will then conduct a portion of the training evolution *in class* with the other students as participants.
 - The participants shall complete an evaluation of the training
 - The candidate will document training per their home agency's training policy.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with conducting training evolution for those under their command.

- The training topic will either be handed out by the evaluator, or the candidate shall be allowed to pick their own.
- The training evolution must fit the following criteria:
 - The lesson plan / training evolution must be at least 2 hours in length
 - Must contain at least 2 cognitive objectives
 - Must contain at least 2 psychomotor objectives.
- The candidate will obtain or develop a training outline.
- The candidate will obtain or develop a lesson plan.
- The candidate will obtain or develop a class evaluation sheet
- The candidate shall conduct a portion of the training in class.
 - The candidate will communicate verbal instructions to the simulated company, so that the evolution is safely and efficiently performed according to applicable policies and procedures.
 - The students who participate in the company training will be asked to evaluate the training.

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- The candidate will then complete a training record using their home agency's training record policy.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate select a training topic that met the appropriate criteria?		
2.	Did the candidate give issue-guided directions to unit members during training evolutions?		
3.	Did the candidate conduct the training in a safe manner?		
4.	Did the candidate show documentation that the training was documented via the candidate's agency training policies?		
5.	Did the candidate give understandable verbal instructions to the company members?		
6.	Did the candidate clearly and concisely explain the training evolution and its objectives in writing?		

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Skill Sheet #4, Human Resource Management

(NFPA 1021 424 (B), 425 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to recommend action for member-related problems, so that the situation is identified and the actions taken are within the established policies and procedures. Additionally, this skill sheet evaluates the candidate's ability to apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

- The evaluator will ensure that the candidate has access to their home agency's human resource policy and procedures
- The evaluator will present the candidate with a training topics.
 - Evaluators can choose to use one of the scenarios we have provided or they can create their own as long as the intent of the standard is met.
 - All candidates must complete two scenarios
 - One scenario that involves critical incident stress
 - One scenario that is conflict related.
- Candidates will be directed to prepare responses to the scenarios as well as complete a written summary of findings that will be presented to the evaluator (acting as the candidate's superior).
- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with recommending action for member-related problems, so that the situation is identified and the actions taken are within the established policies and procedures. Additionally, this skill sheet evaluates the candidate's ability to apply human resource policies and procedures, so that policies and procedures are followed.

- Candidate will review the scenarios provided by the evaluator.
- Candidate must listen carefully to determine the true nature of the problem.
- Candidate will determine an initial course of action (within the company officer scope of authority),
- Candidate will complete a written report with their findings and submit that report to the evaluator (acting as the candidate's superior)
- Report must apply their home agency's human resource policies and procedures
- Candidate will also complete a role playing exercise were they will go over their findings with another class member (acting as the subordinate being evaluated) and explain the course of action to the member.

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Evaluation Criteria		PASS	FAIL
1.	Did the candidate show an understanding of the true nature of the problem?		
2.	Did the candidate make the appropriate recommended action that was within the established policies and procedures of their home agency?		
3.	Did the candidate verbally convey the recommended a course of action for a member in need of assistance?		
4.	Did the candidate apply the appropriate human resource policy or procedure from their home agency?		
5.	When conducting the role playing exercise, was the candidate successful in verbally explaining their findings and recommendations?		
6.	When completing their written report, did the candidate successfully convey their findings and recommendations in writing?		
7.	Through the exercise, did the candidate convey the ability to interact with role players? (Did they show an ability to relate interpersonally?)		

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Skill Sheet #5, Community and Government Relations

(NFPA 1021 4.3.1 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to respond to a community need concerning the development of a fire safety program for a summer camp.

- The evaluator will provide the candidate with an assigned topic provided by FAPSATS.
- The candidate will use their home agency's policy and procedures for public relations to complete a written program.
- The candidate will complete their written report as an *out of class* assignment
- The candidate will also complete role-playing exercise to be conducted *in class*.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with responding to a community need concerning the development of a fire safety program for a summer camp.

- The candidate be given a scenario by the evaluator
- The candidate will use their home agency's policy and procedures for public relations to create a written report on the concern
- The candidate will also complete a role-playing exercise where they will interact with role-players and answer the need accurately, courteously, and in accordance to their home agency's policies and procedures regarding public relations.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully demonstrate the ability to develop a program that <ul style="list-style-type: none">• Addressed the need?• Developed a program that had clear objectives that were in line with the target audience?• Ensured resources are determined?• Followed their home agency's policy and procedures for public relations?		
2.	During the role-playing exercise, did the candidate show good verbal and nonverbal communication?		
3.	Did the candidate show familiarity with their home agency's policy and procedures for public relations?		
4.	Did the candidate respond to the community need accurately and in a timely fashion?		

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Skill Sheet #6, Community and Government Relations

(NFPA 1021 4.3.2 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to initiate action to a citizen's concern, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

- The evaluator can choose to use the scenario provided or can develop their own.
- The candidate will use their home agency's policy and procedures for public relations as a guide.
- The candidate will also complete role-playing exercise to be conducted *in class*.

Student (Candidate) Directions

The candidate will assume the role of a Company Officer when a citizen comes into the fire station to file a complaint.

- Candidate will receive the complaint, provide an immediate verbal response to satisfy the citizen's desire that something is to be done, and follow up by initiating proper action according to their home agency's policies and procedures for public relations.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate give serious and immediate attention to the citizen's complaint?		
2.	Did the candidate successfully provide a verbal response that satisfied the citizen's desire that something be done?		
3.	Did the candidate verbalize that follow-up action would be taken?		
4.	During the role-playing exercise, did the candidate show good verbal and nonverbal communication?		
5.	Did the candidate verbalize that they would initiate action, and refer the issue to the correct individual for action?		
6.	Did the candidate show familiarity with their home agency's policy and procedures for public relations?		

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Skill Sheet #7, Community and Government Relations

(NFPA 1021 4.3.3 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

- The evaluator can choose to use the scenario provided or can develop their own.
- The candidate will use their home agency's policy and procedures for public relations as a guide.
- The candidate will also complete role-playing exercise to be conducted *in class*.

Student (Candidate) Directions

The candidate will assume the role of a Company Officer and respond to a public inquiry.

- Candidate will answer the inquiry accurately, courteously, and according to established policies and procedures from the candidate's home agency's policy and procedures for public relations.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully show that they have the ability to respond to public inquiries?		
2.	Did the candidate give serious and immediate attention to the citizen's complaint? (Demonstrate the ability to relate interpersonally)		
3.	Did the candidate successfully provide a verbal response that satisfied the citizen's desire that something be done? (Oral communication techniques)		
4.	Did the candidate respond to the inquiry properly using their home agency's policy and procedures for public relations?		

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Skill Sheet #8, Administration

(NFPA 1021 4.4.1 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to implement a new departmental policy or procedure at the unit level, so that the policy is communicated to and understood by unit members.

- For an *in class assignment*:
 - The evaluator will give the candidate a scenario where they are to implement a new department policy or procedure.
 - Evaluator's can choose to use the policy change provided by FAPSATS or can create their own.
 - The evaluator will direct the candidate to use the necessary policies should be from the candidates' home agency.
 - The candidate will then conduct training on any changes made to the policy to his/her crew.
- For an *out of class assignment*:
 - The evaluator will give the candidate a scenario where they are to implement a new department policy or procedure.
 - Evaluator's can choose to use the policy change provided by FAPSATS or can create their own.
 - The evaluator will direct the candidate to use the necessary policies should be from the candidates' home agency.
 - The candidate will then conduct training on any changes made to the policy to his/her crew.
 - A complete report of training shall be turned in with the policy change request.

Student (Candidate) Directions

The candidate will assume the role of a Company Officer and provide training to their subordinates on a new policy or procedure.

- Candidate will be given a scenario by the evaluator
- Candidate will use their home agency's policy and procedures to train their subordinates on a new policy or procedure.
- If the skill sheet is done in-class, the other students will act as subordinates
- If the skill sheet is done out-of-class, a complete report of training shall be turned in.

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Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully communicate to their subordinates the implementation of a new policy or procedure? (Oral Communication)		
2.	Did the candidate interact with subordinates ensuring that they had a good understanding of the change?		
3.	Did the candidate show the ability to communicate change in a positive manner, and relate to the subordinates?		
4.	Did the candidate show the ability to relate interpersonally?		

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Skill Sheet #9, Administration

(NFPA 1021 4.4.3 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data.

- Evaluator will direct the student to use their home agency's policy and procedures for budget processing and or requests.
- Evaluators shall use the budget request provided by FAPSATS.
- Evaluators will direct the students to create a budget request
 - Candidates should use the proper forms from their home agency
 - Candidates must use accurate supporting data
 - Candidate will collect a materials list and obtain actual pricing for materials on that list
- Candidate will create a written budget request with proper forms, procedures, materials list, and supporting data
 - Written report will be directed to the candidate's superior.

Student (Candidate) Directions

The candidate will assume the role of a Company Officer tasked with creating a budget request for their superior.

- Candidate will be supplied with a budget request scenario from the evaluator.
- Candidate will use their home agency's policy and procedures for budget processing / and or requests.
- Candidate will create a budget request using the proper forms, procedures and supporting data to be submitted to the proper budget coordinator.
 - Candidates will include a justification for the budget request
 - Candidates shall create a materials list and obtain actual pricing for the materials listed.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate create a written budget request which contained; <ul style="list-style-type: none">• The proper forms• Accurate information• Justification for the budget request• Materials list and actual pricing		
2.	Was the report legible and easy to comprehend? (Did the candidate show the ability to communicate in writing?)		

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Skill Sheet #10, Health and Safety

(NFPA 1021 4.7.2 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ

- Evaluator will direct the student to use their home agency's policy and procedures health and safety.
- Evaluators can use scenarios provided by FAPSATS or create their own.
- The evaluator will direct the candidate to conduct an initial accident investigation using their home agency's policies and procedures for accident investigations.
 - The evaluator will role-play as an individual involved in the incident
- The evaluator will direct the candidate to complete their home agency's required reports for an accident and documents the incident scene.
- The evaluator will direct the candidate to complete a written report that:
 - Reviews agency safety policies and procedures
 - Makes recommendations on preventing future accidents
- In class, the evaluator will act as the candidate's supervisor, and:
 - Review the findings of the accident investigation
 - Review the procedures for conducting an accident investigation per their agency's procedures
- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Student (Candidate) Directions

Candidate will assume the role of Company Officer and will conduct an initial accident investigation involving a fire dept. vehicle, or personal injury.

- The evaluator will provide the candidate with an actual or simulated accident scenario.
- The candidate will conduct an accident investigation per their home agency's policies and procedures
 - Candidate will interview the evaluator (acting as one of the individuals involved in the accident)
- The candidate is responsible for completing their home agency's required reports using the information provided in the scenario,
- The candidate will additionally complete a written report that:
 - Documents the findings of the investigation
 - Make recommendations on preventing future similar accidents
- In a role-playing scenario, the candidate will review the particulars of the incident and convey final responsibility for the accident to the evaluator (acting as their supervisor).

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Evaluation Criteria		PASS	FAIL
1.	Did the candidate conduct an initial accident investigation, and document the incident scene as per their home agency's policy and procedure?		
2.	Did the candidate conduct an interview in reference to the incident?		
3.	Did the candidate follow proper procedures, per their home agency's policies and procedures for accidents?		
4.	Did the candidate complete the proper forms based on their home agency's reporting requirements, policies and procedures?		
5.	In the candidate's written report, were they able to identify safety policies and procedures that were violated and led to the incident?		
6.	Was the candidate's written report legible and easy to comprehend?		
7.	Was the candidate's verbal report easily understood?		

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Skill Sheet #11, Health and Safety

(NFPA 1021 4.7.1 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to apply safety regulations at the unit level, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

- The evaluator will direct the candidate to review their home agency's policies and procedures for health and safety.
- The candidate will create a training plan that will be utilized to review safety procedures with a simulated group of subordinates.
- The training plan shall review:
 - The most common causes of personal injury and accident to members
 - The candidate's home agencies safety policies and procedure
 - Basic workplace safety
 - How to identify safety hazards specific to the candidate's home agency
 - Convey subordinate's role and responsibility in a safe workplace
 - Review home agency's health and safety documentation
- In class, the candidate will conduct a mock training session.
 - The candidate's home agencies training record procedures should be followed
- Preparation and or written report for this is to be completed *out of class*,
- Role-playing exercise is to be completed *in class*.

Student (Candidate) Directions

Candidate will assume the role of company officer who has been tasked with reviewing their agencies health and safety plan with a group of subordinates.

- The candidate will review their home agencies health and safety policies and procedures
- The candidate will create a written training plan that reviews the agencies safety procedures
- The training plan shall review:
 - The most common causes of personal injury and accident to members
 - The candidate's home agencies safety policies and procedure
 - Basic workplace safety
 - How to identify safety hazards specific to the candidate's home agency
 - Convey subordinate's role and responsibility in a safe workplace
 - Review home agency's health and safety documentation
- In class, the candidate will facilitate a mock training session
 - The candidate shall use their home agencies training record procedure to document the training.

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Evaluator Criteria		PASS	FAIL
1.	Did the candidate successfully review safety regulations, describe home agency procedures, and documentation at the unit level?		
	Did the candidate successfully conduct an in-service training convey member responsibilities?		
2.	In the candidate's written report, did they list out the most common causes of personal injury and basic workplace safety?		
3.	Did the candidate's training plan review their agency's safety policies and procedures?		
4.	Did the candidate's training plan review basic workplace safety?		
5.	Did the candidate's training plan review how to identify safety hazards?		
6.	Did the candidate speak clearly, and was their training session understandable?		
7.	Was the candidate's written training plan legible and easy navigated?		

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Skill Sheet #12, Health and Safety

(NFPA 1021 4.7.3 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members

- The evaluator will direct the candidate to review national emergency service death and injury statistics prior to the role-playing exercise
- The evaluator will direct the candidate to review their home agency's health and safety policies and procedures
- The evaluator will direct each candidate to research and identify at least one benefit of being physically and medically capable of performing assigned duties
- The evaluator will direct each candidate to research the importance of participation in wellness and fitness programs and be able to explained this to other group members
- In small groups, the candidates will report to their findings, and list out what they believe to be the most important health issue facing emergency services today.
- This exercise will be conducted *in class*

Student (Candidate) Directions

Candidate will assume the role of company officer who has been tasked with researching health and safety trends in the fire service.

- The candidate will review national emergency service death and injury statistics
- The candidate will review their home agency's health and safety policies and procedures
- The candidate will research and identify at least one benefit of being physically and medically capable of performing assigned duties
- The candidate will research the importance of participation in wellness and fitness programs and be able to explained this to other group members
- In small groups, the candidates will report to their findings, and list out what they believe to be the most important health issue facing emergency services today.

Evaluation Criteria		PASS	FAIL
1.	Did the candidate explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities?		
2.	Did the candidate identify why it is important to participate in wellness and fitness programs are explained to members?		
3.	Did the candidate successfully show they had reviewed national death and injury statistics?		
4.	Did the candidate show the ability to communicate orally?		

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Skill Sheet #13, Emergency Service Delivery

(NFPA 1021 4.5.1 (B), 4.5.2 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to describe the procedures of the AHJ for conducting fire inspections, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action initiated.

- The evaluator will stress to the candidate(s) that all information collected will be used in further skill sheets
- The evaluator will direct the candidate to select one of the following occupancies to conduct a pre-incident plan:

(1) Assembly	(5) Residential	(10) Unusual structures
(2) Educational	(6) Mercantile	(11) Mixed occupancies
(3) Health care	(7) Business	
(4) Detention and correctional	(8) Industrial	
	(9) Storage	
- Evaluator will direct the candidate to conduct a site visit to the chose occupancy and complete a pre-incident plan based on their home agency's policies and procedures for pre-incident plans.
- The pre-incident plan must include at a minimum:
 - Owner/Contact Information
 - Detailed Drawing showing
 - Floor plan
 - Utilities
 - Fire protection / suppression system
 - Plot Plan (overhead view to include hydrant locations where applicable)
 - Construction Details (age of structure, construction type and features)
 - Known Hazards (Haz-Mat storage, HVAC on roof etc....)
- The evaluator will ensure that the candidate uses the appropriate codes and standards
- The evaluator will direct the candidate to report back to the class their findings.
- Preparation and pre-planning documentation for this is to be completed *out of class*,
- Report of findings exercise is to be completed *in class*.

Student (Candidate) Directions

Candidate will assume the role of company officer who has been tasked creating a pre-incident plan for a specific occupancy.

- Candidate will select a occupancy from one of the approved occupancies listed above
- Candidate visit the occupancy and complete a preplan based on their home agency's policies and procedures for preplans.
- The Pre-incident plan must include:
 - Owner/Contact Information

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- Detailed Drawing showing
 - Floor plan
 - Utilities
 - Fire protection / suppression system
- Plot Plan (overhead view to include hydrant locations where applicable)
- Construction Details (age of structure, construction type and features)
- Known Hazards (Haz-Mat storage, HVAC on roof etc....)
- Candidate will review and discuss their pre-plan with the class

Evaluation Criteria		PASS	FAIL
1.	Did the candidate create a pre-incident plan for an appropriate occupancy? (listed above)		
2.	Did the candidate successfully complete a written pre-incident plan that included: <ul style="list-style-type: none"> ● Owner / contact information? ● A detailed drawing? ● Known hazards? 		
3.	In the pre-incident plan and / or the review did the candidate successfully show the ability to apply the appropriate codes and standards?		
4.	Did the candidate's pre-incident plan identify: <ul style="list-style-type: none"> ● Building construction? ● Location of alarm, detection, and suppression features? 		
5.	In the pre-incident plan and / or the review did the candidate successfully show The ability to use evaluative methods?		
6.	In the pre-incident plan and / or the review did the candidate successfully show The ability to communicate orally?		
7.	In the pre-incident plan did the candidate successfully show The ability to communicate in writing?		

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Skill Sheet #14, Emergency Service Delivery

(NFPA 1021 4.2.2, (B), 4.6.1 (A, B), 4.6.2 (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

- The evaluator will direct the candidate to review the pre-incident plan they created in Skill Sheet #13.
- The evaluator will direct the candidate to develop and implement an initial action plan for an emergency incident scenario that occurs at the pre-planned occupancy.
- The evaluator will provide the candidate with a complete written Incident Action Plan and will use the Practical Skills Form from the FOST certification program.
 - Grading of this section will be accomplished by using the evaluator form from the FOST certification
- The evaluator will ensure the candidate completes the following:
 - Able to size up and analyze emergency scene conditions
 - Appropriately allocate resources
 - Appropriately communicate verbally and in writing
 - Operate within the policies and procedures of the candidate's home emergency management system
 - Activate the candidate's local emergency plan, including localized evacuation procedures?
 - Appropriately supervise and account of assigned personnel so that resources are effectively deployed to mitigate the situation.
- The evaluator will then ask the candidate to implement the plan completing the following:
 - Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.
 - The ability to manage scene safety
 - Supervise and account for assigned personnel under emergency conditions
 - Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.
 - Show the ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures
- This is to be completed during an in class session as a one on one scenario with a qualified evaluator.

Student (Candidate) Directions

Candidate will assume the role of company officer who will develop and implement an initial action plan for a given emergency incident scenario.

- The candidate will review the pre-incident plan they created in Skill Sheet #13.

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- The candidate is to develop and implement an initial action plan for an emergency incident scenario that occurs at the pre-planned occupancy.
- The candidate will a written Incident Action Plan and will use the Practical Skills Form from the FOST certification program.
 - Grading of this section will be accomplished by using the evaluator form from the FOST certification
- At a minimum, the candidate must show competency in the following:
 - Able to size up and analyze emergency scene conditions
 - Appropriately allocate resources
 - Appropriately communicate verbally and in writing
 - Operate within the policies and procedures the of the candidate's home emergency management system
 - Activate the candidate's local emergency plan, including localized evacuation procedures?
 - Appropriately supervise and account of assigned personnel so that resources are effectively deployed to mitigate the situation.
- The candidate will then implement their incident action plan completing the following:
 - Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.
 - The ability to manage scene safety
 - Supervise and account for assigned personnel under emergency conditions
 - Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.
 - Show the ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures

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Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully meet the following benchmarks <ul style="list-style-type: none"> Develop and initial action plan? Give size up information for the incident? Appropriately assign emergency response resources? 		
2.	Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.		
3.	Did the candidate successfully show the ability to analyze emergency scene conditions, make appropriate actions toward those conditions, and assign appropriate resources?		
4.	Did the candidate successfully show the ability to activate their local emergency plan, including localized evacuation procedures?		
5.	Did the candidate successfully show the ability to allocate resources?		
6.	Did the candidate successfully show the ability to communicate orally?		
7.	Did the candidate successfully show the ability to implement an action plan at an emergency operation, so that resources are deployed to mitigate the situation?		
8.	Did the candidate successfully show the ability to implement an incident management system?		
9.	Did the candidate successfully show the ability to manage scene safety?		
10.	Did the candidate successfully show the ability to supervise and account for assigned personnel under emergency conditions?		
11.	Did the candidate successfully show the ability to assign tasks or responsibilities to unit members so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed?		
12.	Did the candidate successfully show the ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures?		

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Skill Sheet #15 – Emergency Service Delivery

(NFPA 1021 4.5.3 (B). 4.6.3 (A) (B))

Evaluator Directions

This skill sheet evaluates the ability of the candidate to assume the role of senior supervisor on scene, using the emergency scene from the previous section and will explain how they will determine fire cause, secure the scene and evidence. They will complete the required reports and demonstrate the proper procedure for calling an investigator. The Candidate will then develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

- The evaluator will use the previous incident from Skill Sheet 14
- The evaluator will direct the candidate to assume the role of the senior supervisor and advise them to secure the incident scene.
 - The candidate is to demonstrate how they would secure the scene in such a fashion that no unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction
- Once the scene has been secured, the evaluator will direct the candidate to conduct a brief “tail board” post-incident analysis using the candidate’s home agency’s proper policies and procedures.
- The evaluator will then direct the candidate to complete a more detailed review of the incident and create a written post-incident analysis:
 - Basic information on the fuel load of the occupancy
 - Basic water supply information
 - Basic fire growth and development information
- The evaluator will direct the candidate to report their findings to the class, as well as submit a written post-incident report
- Securing the scene portion will be completed *in-class* directly after completing Skill Sheet 14
- Initial “tail-board” post incident discussion should be conducted after securing the scene
- Written post incident analysis and report can be completed *out-of-class*

Student (Candidate) Directions

Candidate will assume the role of company officer who will assume the role of company officer supervising the first-due fire company at a structure fire. That company officer, acting as the senior supervisor on the scene will secure the incident for evidentiary purposes and conduct a post incident analysis.

- The candidate will use the previous incident from Skill Sheet 14
- The candidate will assume the role of the senior supervisor and secure the incident scene.
 - The candidate is to demonstrate how they would secure the scene in such a fashion that no unauthorized persons can recognize the perimeters of the scene and are kept from

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restricted areas, and all evidence or potential evidence is protected from damage or destruction

- Once the scene has been secured, the candidate will conduct a brief “tail board” post-incident analysis using the candidate’s home agency’s proper policies and procedures.
- The candidate will then complete a more detailed review of the incident and create a written post-incident analysis:
 - Basic information on the fuel load of the occupancy
 - Basic water supply information
 - Basic fire growth and development information

Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully show the ability to secure an incident scene, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction?		
2.	Did the candidate successfully show the ability to establish perimeters at an incident scene?		
3.	Did the candidate successfully show the ability to develop and conduct a post-incident analysis, so that all required critical elements such as: <ul style="list-style-type: none"> • Basic water supply • Basic fuel loading • Basic fire growth and development Are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures?		
4.	During the brief “tail-board” post incident review, did the candidate present the basic elements of a post-incident analysis?		
5.	Did the candidate successfully show the ability to write reports?		
6.	Did the candidate successfully show the ability to communicate orally?		
7.	Did the candidate successfully show the ability to evaluate skills?		

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Skill Sheet #16, Administration

(NFPA 1021 4.4.4, 4.4.4 (B), 4.4.5 (B))

Evaluator Directions

This skill sheet will evaluate the candidate's ability to define their position within the department, identify the purpose and mission of their home agency, and interpret data and prepare a report for a superior

- The evaluator will direct the candidate to retrieve or create an organizational chart for their agency, as well as review the agency's purpose and mission
- The evaluator will direct the candidate to collect the last three month's response types and training topics from their home agency.
 - The candidate will analyze data from the last three month's response types and training topics from their home agency.
 - The candidate will need to evaluate the types of responses and training topics to ensure they align.
- The evaluator will then ask the candidate to
 - Discuss the organizational chart; showing the candidate's position within the organization,
 - Discuss the agencies purpose and mission; asking the candidate to discuss their role in fulfilling that purpose and mission.
 - Discuss the data analysis; asking to the candidate if the training topics align with the department's incident responses
 - Convey to the evaluator the candidates thoughts on the need and benefit of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate
- The preparation is to be completed *out of class*
- The review of the organizational chart, agency purpose and mission, and data analysis will be conducted *in class*.

Student (Candidate) Directions

The candidate will assume the role of a company officer tasked with defining their position within the department, identifying the purpose and mission of their home agency, and interpreting data and prepare a report for a superior

- The candidate will retrieve or create an organizational chart for their agency, as well as review the agency's purpose and mission
- The candidate will also collect the last three month's response types and training topics from their home agency.
 - The candidate will analyze data from the last three month's response types and training topics from their home agency.
 - The candidate will need to evaluate the types of responses and training topics to ensure they align.
- The candidate will then be required to discuss their findings.

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Evaluation Criteria		PASS	FAIL
1.	Did the candidate successfully explain: <ul style="list-style-type: none">• The purpose of each management component of the organization?• Give an accurate explanation as to the purpose and mission of the organization?		
2.	Did the candidate successfully convey to the evaluator the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate?		
3.	Did the candidate successfully show the ability to communicate orally?		
4.	Did the candidate collect the appropriate data for the past three months?		
5.	Did the candidate show the ability to interpret the data, and identify the reasons for service demands and the ability to communicate in writing?		